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The JOURNAL of EDUCATION

Twice a Month for Better Schools

NOVEMBER 5, 1934

Give the High School Student

A New Deal in Literature

BELLE SYLVESTER

Graduatism Schoolology — BY A PH. D.
My Mistakes As a Teacher — CAROLYN TOWLE
Spare the Marks and—What? — GARRY C. MYERS
Correlation and Common Sense — VINAL H. TIBBETTS
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Twice a Month for Better Schools

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Contents for November 5, 1934

GIVE THE HIGH SCHOOL STUDENT A NEW DEAL IN LITERATURE 475
Belle Sylvester

GRADUATISM SCHOOLOLOGY 477
A Ph. D.

MY MISTAKES AS A TEACHER 478
Carolyn Towle

SPARE THE MARKS AND —WHAT? 479
Garry C. Myers

CORRELATION AND COMMON SENSE 480
Vinal H. Tibbetts

THE SALESMAN (A Poem) 481
Irl H. Dulebohn

THE ROUND TABLE 482
J. W. Ramsey, W. E. Givens, Carroll R. Reed, C. E. Birch, E. C. Fisher, Alice M. Walsh.

ALL IN THE DAY'S WORK 483
Francis Read

EDITORIALS 484
The Public and Its Schools
Do You Believe In It?
If You Believe In It
The Ultimate Test

MAKERS OF BETTER SCHOOLS 485

THE PROBLEM BOX 486
Augustus O. Thomas

THE NEWS DIGEST 487

THE ALCOVE FOR NEW BOOKS 493

GRINS BETWEEN GRINDS 494

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The Editors Say...

Any reader with a flair for analysis could discover in this issue—as perhaps in many others of this publication—an emphasis upon the sort of education which comes to grips with life in these crucial and exciting days; the sort that does not hide itself away from current demands nor shrink from doing its part because the times are difficult. We like to sound the note of challenge, and we welcome to our pages articles that do just that.

It is a pleasure, therefore, to present in this issue a group of articles which boldly tackle such timely problems as the books to be studied in high school English, the mistakes of a self-improving teacher, the question of marking, the general correlation of studies, and the human foibles that sometimes enter into the granting and obtaining of the Ph. D. degree.

The same enthusiasm for adapting education to practical current needs will be traceable, we believe, in the Round Table, the Editorials, the Problem Box, the Alcove for New Books, the News Digest—indeed, throughout the magazine.

Fifth Treasure Hunt

The No. 3 Treasure Hunt was solved by the words, "Training Devices Are Numerous," found on page 418 of the October 1 Journal.

There were winners in these states: Massachusetts, Connecticut, New Hampshire, New York, New Jersey, West Virginia, Iowa, Pennsylvania, Oklahoma, Louisiana, Arkansas. The polls will be closed for the fourth Treasure Hunt by the time this issue reaches you.

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JOURNAL OF EDUCATION

ANSON W. BELDING, *Editor*

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Give the High School Student A New Deal in Literature

By BELLE SYLVESTER

Groton, Massachusetts

WHAT does the high school student read in his leisure time? Open his desk and you will find, jammed in between the science and history books, "thrillers," magazines containing stories of love and marriage, gangs and murder, allegedly true. Sensational periodicals have taken the place of the dime novel. To the discriminating taste these seem too boring to be bothered with. Why do so many young people, and older ones, too, waste their eyesight over the silly pages? Do they honestly prefer them or do they know nothing better?

They have studied the classics. They have sorted out the central idea in every paragraph of Burke's *Conciliation with America*, classified Tennyson's figures of speech, and explained the allegorical allusions of Milton. They can shut their eyes and scan passages from Shakespeare. They can select the climaxes in *The Tale of Two Cities* and *Ivanhoe*, and defend their choice. But do they recognize the logic and force in Burke's carefully planned speech, the beauty in Tennyson and Milton, the real human characters in *The Merchant of Venice*, or the blood-curdling excitement in Scott, and the caricaturing humor of Dickens? They have studied the classics and left them in the dusty archives of their minds, glad to be through with them, and now able to enjoy themselves.

Why should they longer break their backs over literature of another time that failed to entertain them for four weary years? They are living in a modern rushing world, and when they read they want to learn what is new and breathtaking, what kind of people they haven't seen yet and would like to meet. A little of this "old-fashioned stuff" is all right, but they are keen for the present and the future. Can you blame them? In school should we prepare for life in the eighteenth or twentieth century?

The described tabloids are easily accessible. Good literature is not in such abundance nor so vividly displayed. If then we are to teach the student how to obtain the most pleasure (benefit *in*directly) from his reading we must show him where to look and how to choose. Libraries and book lists are too commonly available, though neglected, to be discussed here. The way to acquaint the student with worthy modern literature is to introduce it to him in the daily classroom hour. Outside book reports are not enough. They are too often a burden rather than a joy. The place for this new principle is in the four-year course of study in English.

Heretofore this suggestion would have been impossible because of the College Entrance Requirements. Preparation for the Restricted Examinations demanded a thorough knowledge of certain prescribed books. The announcement has been made only this spring that after this year (1934) all examinations will be of the comprehensive nature. A candidate for these is free to follow whatever program of preparatory reading seems most advisable to him and his teacher.

With this obstacle thus removed, I submit the following four-year course of study in high school literature:—

GRADE IX

The Merchant of Venice—William Shakespeare.

The Last Days of Shylock—Ludwig Lewisohn.

*Archie and Mehitabel**—Don Marquis.

The Legend of Calvin Coolidge—Cameron Rogers.

*Little America**—Richard E. Byrd.

*Seventeen**—Booth Tarkington.

Short Stories from Poe to O. Henry.

Modern Poetry (emphasis on Markham, Frost, and Masters).

Modern Essays (including W. L. Phelps of Yale, and R. E. Rogers of M. I. T.).

Scaramouche—Rafael Sabatini.

GRADE X

Elizabeth the Queen—Maxwell Anderson.

The Admirable Crichton—J. M. Barrie.

Julius Caesar—William Shakespeare.

*Pups and Pigs**—Ellis Parker Butler.

*The Bird of Dawning**—John Masefield.

One from the Lincoln Trilogy—Honoré Willsie Morrow.

Short Stories (from magazines).

Sketch Book—Washington Irving.

Modern Poetry (emphasis on Lindsay, Sandburg, Millay, and Amy Lowell).

The Bridge of San Luis Rey—Thornton Wilder.

GRADE XI

Macbeth—William Shakespeare.

Emperor Jones—Eugene O'Neill.

Idylls of the King—Alfred, Lord Tennyson.

Tristram, Lancelot, and Merlin—Edwin A. Robinson.

The Tale of Two Cities—Charles Dickens.

Charles Dickens, his Life and Work—Stephen Leacock.

Present President's Inaugural Address and other Political Speeches.

*The Cathedral**—Hugh Walpole

*Very Good, Jeeves**—P. G. Wodehouse.

One-Act Plays (from the masters).

GRADE XII

The Barretts of Wimpole Street—Rudolph Besier.

Poems—Robert Browning

Last Edition of the Year's Ten Best Plays—Burns Mantle.

One from the Forsyte Saga—John Galsworthy.

John Brown's Body—Stephen Vincent Benét.

*The Cross of Peace**—Sir Philip Hamilton Gibbs.

*John Mistletoe** — Christopher Morley.

*Wild Geese**—Martha Ostenso.

*Youth in Soviet Russia**—Klaus Mehnert.

*Work of Art**—Sinclair Lewis.

The asterisks represent titles subject to yearly change. The list to be effective should be continually altered to illustrate typical trends and noteworthy authors.

The purpose of such a course as this is to make the pupil familiar with his present-day world of literature. It is based on the belief that when he discovers how much more "thrilling" the well-written story is than the cheap one he will choose the former. When he has comprehended the range of Sabatini's imagination and friendliness of Tarkington's characters who might be living next door, he will no longer be interested in the gory and sordid yarns of the newsstand. How many more laughs are there in repetitions of Morley and Wodehouse than in editions of collegiate jokes!

To fulfill its aim the course should be as elastic as the class is varied. If the teacher thinks the pupils would prefer a sea tale by Joseph Conrad to one by John Masefield, let her give it to them!

Drama, biography, fiction, humor, and some glimpse into foreign lands have been included in each year's program. In some cases conscious substitution was made; for instance, in the freshman year *The Legend of Calvin Coolidge* for Benjamin Franklin's *Autobiography*. Both men were eminent Americans of staunch New England common sense. The voyages of Byrd are as adventurous and educational as those described in Virgil's *Odyssey*. Why not read that which is being daily referred to in newspapers and conversation? "But they should understand the classical allusions," you say. Eliminate the allusions and that to which the allusion is made. In the senior year *John Brown's Body* takes the place of Milton's Minor Poems. What boy will not welcome the change?

Such speeches as the *Bunker Hill Address* of a bygone cause and rhetoric are discarded. Study instead the latest orations obtainable. Sound the logic expounded on a modern issue rather than one long ago determined.

The number of books under consideration has been increased from the usual six or eight to ten because these new ones may be more quickly, not to say more willingly, perused than the old. Through short stories leading magazines are criticized.

The objection is made that offensive passages are frequently found in modern literature. The answer is threefold. The average high school student is innocent but not ignorant. The situations in question are described in vivid detail in the cheap reading matter the pupil is in the habit of devouring. Why not let him read them when they are well done and at the same time acquire a respectful attitude? The love of Lancelot and Guinevere as told by Tennyson has for a long time been regarded as fine high school literature.

The teacher is urged to present the material in the light of criticism. Seek what the author has attempted to do and then determine if it were worth doing, and finally, if he has done it well. There are so many books, some for everybody, that none should be forced upon the pupil's attention to the total exclusion of others. No arbitrary decision can be made as to which type is best. Which leg is more useful in walking, the right or the left? Who was greater, Shakespeare or Edison? Encourage the boys and girls to form opinions and create their own standards. Forget preaching and tradition and teach them how to choose what is good. They may quite likely begin to compare the new to the old and find the former lacking!

While the farmers and laborers, the producers and consumers are having a new deal let us give one to the long suffering high school student in literature!

Graduatism Schoolology

By A PH D.

The writer of this article claims to have discovered, by scientific sampling, how graduate degrees are granted. It is to read and ponder—with a smile, of course.

TO make sure that the reader gets the point of this brainstorm, let it be stated here—made clear at once: this is an ismitic and ologistic treatise on the methodology of procedure of graduate schools in granting higher degrees.

To make sure that the reader does not think this "study" localized, let it be further stated that data have been collected from several highly selective graduate schools' products.

The objective of this "study" has been to arrive at a scientific answer to the following questions:—

1. What are the main purposes of the final and oral examinations?
2. How do these examinations exemplify the aims of education?
3. What kind of questions do the "high ups" ask?
4. What procedures do the students follow in preparing for the finals?

•

A clear differentiation between the questions has not been attempted. However, the writer hopes that all infringements upon normal and logical thesis-development-procedures will be overlooked. Some of the signs of an educated person, according to the intelligentsia, are: (1) To be able to make generalizations and applications of knowledge; (2) to think and act for one's self; and (3) to know the "high spots" of many fields, and "all spots" of a particular field.

The first difficulty the writer encountered was that of correlating the above "signs" of education with the objectives as found from an analysis of actual procedure of graduate councils. It seems that the objectives are as follows: (1) To give each member of the examining committee an opportunity to question the candidate on his (the committee member's) special hobbies; (2) to prove to the candidate that he has advanced but a step above his tree-swinging ancestors; and (3) to see how much the candidate has remembered from the numerous "highly interesting and illuminating" lectures he has sat, or slept through (the kind of lectures that have been described as "A process whereby the words of the professor are transcribed to the notebook of the student with no symptoms of mental activity by either party").

•

One would expect all questions asked on such an occasion to be only those that demand generalizations and applications of principles and fundamental facts. What actually takes place? The following questions asked by graduate council members have been selected by the scientific sampling method often used by curriculum experts. (They represent Nos. 10, 20, 30, 40 and 50), and are from widely scattered institutions of the highest learning: (1) Who is the commissioner of finance of —— city? (2) Who is the superintendent of schools of —— city? (3) What was the title of the doctor's dissertation of Dr. ——? (4) Where did Dr. —— get his degree? and (5) Why did President —— get fired? "Generalizations"? Page Noah Webster for a new definition, if so.

The last objective, and by far the most important for the candidate (the procedure one follows in preparation), was none the less perplexing when attempts were made to reconcile practice with theory. Does he make a careful survey of his chosen field, and then make generalizations and applications of the fundamental facts? Certainly not. He harasses every friend, far and near, in order to get the special hobbies of all members of his committee, that is, if he has not had all of the courses offered by said professors, or if he has failed to perform the notebook transcribing act perfectly. Thus, the examination becomes, not an activity that draws out the candidate and makes him think and act for himself, but rather one of those typical classroom exercises where the pupil says what he thinks or knows the professor wants him to say. Easy for the fellow who knows his professors.

•

When the writer asked why this procedure continues—he was impressed with the perfect agreement of answers, namely, that the procedure involves the same principle, only on a higher level (may be) that the fraternities follow in their barbaric antics in dealing with the pledgees: "They did it to us, so we must do it to these."

•

To those who are looking forward to active participation in "graduatism schoolology," let us add, that there are always (or usually) questions that demand generalizations and practical applications, but such questions are irrelevant to this "study."

My Mistakes as a Teacher

By CAROLYN TOWLE
Walpole, Massachusetts

Checking up on herself, the author discovered seven principal errors which impaired her effectiveness.

IN the JOURNAL OF EDUCATION for October 1, Lewis H. Chrisman wrote a most interesting article entitled "Why Some Teachers Fail." In the last paragraph he said: "Any teacher who has taught for ten years could write an article on 'My Mistakes as a Teacher.'" I have taught ten years, and the reading of that article has moved me to review my own mistakes.

My first few years were spent teaching kindergarten in the morning and Sixth Grade literature in the afternoon. During this period my mistakes were many, and unfortunately for those concerned, I made the very great mistake of thinking that since my formal education was more or less completed, and I was termed "a teacher," I had become almost automatically immune to making mistakes. It was only when I recovered from the effects of this supposition, that I became conscious of my numerous errors.

•

Discussing only the more important mistakes, I might mention at first that when we were studying how to teach children, we used as a basis an ideal class of perfect children. Relying upon this fact, we thought we knew exactly how to commence and how to continue teaching throughout the school year. We had allowed no time out for disciplinary purposes, for special help for the below average or for any other situation that might arise. On that first morning, therefore, I entered the kindergarten room expecting to teach immediately. A mere error! The beginning of many; for the forty children (I had been told twenty-five was the ideal number) apparently didn't want to be taught anything. In fact, they preferred to return home to their mothers at once. My program just didn't work out at all. I had made the mistake of thinking that the transition of the child from home to school was not to be considered.

•

Another mistake which I realize I made during that first year was to do too much myself and expect too little of the kindergarten child. I had not learned the important truth that children regardless of age usually will do as much as one expects of them. For example, I put on their rubbers, buttoned up their coats, helped them down the steps, and performed other little duties for them which they should have been doing for themselves. It was my task to teach these children to help themselves.

As for my afternoon work with the Sixth Grade, my mistakes were different of course. For instance, I found myself in the habit of giving a command to the whole class followed by a series of repeated commands directed at individuals here and there. This was bad pedagogy without a doubt!

It wasted time. It was harmful to the child who was developing the habit of waiting to be spoken to separately, and it ruined the general discipline of the room.

•

Again, I committed an error which proved detrimental to all concerned. I often allowed the children and myself to become easily diverted from the subject at hand. It is perfectly permissible and advantageous to correlate outside experiences with the school subjects, but to detract from the purpose of the daily lessons too frequently is to mar the progress of the class work.

One of the serious mistakes I have made in teaching is to make a threat and then not carry it out. To be explicit: Sometimes I would say to a pupil: "If I speak to you again, I shall send you to the principal's office." After about fifteen minutes I would have occasion to repeat the reprimand to the same individual. Instead of sending him to the office, I would forget that part; for in my own mind I had known all along that it would hurt my personal pride to admit that I couldn't handle my own disciplinary problems without assistance. In other words I would put my own welfare before the child's. Now it may have been a fact that the office was the one place the particular child belonged at that time, or it may have been that I should have attempted to discipline the child without the threat. At any rate, I learned in time that a threat should never be made unless the teacher "means business." If a pupil is told he will be punished for a certain misdemeanor, he should be.

After the kindergartens were abolished for economic reasons, I was given an opportunity to teach a fifth grade and later a second-third grade combination. Since I am now teaching the latter, I shall attempt to bring my mistakes more or less up to date.

•

Last year I suffered from the well-known malady, laryngitis. Whether it was caused by too much talking, I shall never know, but I am sure that I learned of a grave mistake I had been mak-

ing, previous to the three-day period of enforced silence. I realized then that I had been talking to the class too much. It's a fact that regardless of my loss of speech our class work was accomplished, no time was lost, and the children carried on their activities apparently delighted and relieved to have a chance to do some talking without interruption. I discovered that I had a habit of stopping the children too frequently to make corrections when they were telling a story. If we teachers can only remember to treat the children as respectfully as we do our older friends, we shall have learned much.

•

In an average class today there are brighter children and slower children. At one time I made the error of holding back the brighter child for the slower one. If we can give the quicker children sufficient occupation through the means of extra activities we shall have helped them to progress farther mentally and shall have solved a disciplinary problem which is bound to arise when a pupil is unoccupied. The slower pupil can always be aided by being grouped according to his mental abilities.

•

A common mistake among most of us teachers is to expect our class to behave perfectly when visitors are in the room. We can reasonably expect response if we have trained them carefully when visitors are not there, but we can never expect them to do the unusual at specified times only.

•

Probably my principal and superintendent could add pages more mentioning special mistakes which I have made personally. To them, however, I owe gratitude that they have helped me these past years through their constructive criticisms to find my own mistakes and rectify them before they have become too much of a habit. The errors that I make from this point on will not be those mentioned, I trust, but will be others which will bear as careful watching! My only hope is that when I stop hunting for my daily mistakes I shall know enough to stop teaching!

Spare the Marks and—What?

By GARRY C. MYERS

IN this country there has been in educational thought, accumulating opposition to reporting of school grades to parents. In a few public school systems the sending home of grades in subject matter has actually been abandoned.

Instead only descriptive accounts signed by the teacher are reported to the parents, chiefly with regard to methods of work by the child and certain traits of his character and conduct. By the proponents of this plan it is argued that grades are inaccurate, that many parents don't understand them, that on account of grades many children are cruelly treated by their parents, and that grades tend to turn too great interest upon rivalry and upon the less essential things in life.

Admitting the alleged defects in current practices, others choose a compromising attitude. They believe that a teacher who carefully studies her individual pupils can grade them reasonably accurately on a scale of three or four or five steps. Few, however, would maintain that numerical ratings can be very accurate even when carefully prepared objective tests are used, since many learning factors are involved which the test does not measure. In addition to rough (relative) ratings such as A, B, C, or A, B, C, D, E, these "compromisers" would and do send behavior, character and personality ratings or descriptive data. There can be no doubt that the school is rapidly growing interested in the more intangible aspects of school experience.

So far as I can ascertain, even those who no longer send home grades in school subjects do enter on the office record of the child some symbol of specific learning achievement. They still consider such grades necessary, but *they don't believe* these symbols or marks should fall into the hands of parents. The assumption seems to be that parents are unfit to have such "secrets" revealed to them; that parents have only the ability to understand "satisfactory" or "not satisfactory."

•

There eventually will, no doubt, come a strong reaction, when some of the parents will begin to say "How come? My boy is supposed to be learning reading, arithmetic, spelling and the like at school. Why don't I know more about his progress in these subjects? 'Satisfactory' the report says, but how satisfactory? I wonder if that principal and group of teachers think I have no brains?" That is exactly how I as a parent

should feel if the school in which my child is now in the grades were to announce "Grades in subject matter will not be sent home henceforth." It is possible, of course, that I am queer.

The school of tomorrow is going to be more concerned about the behavior, personality and character traits of the child, and the best development of these traits. But mere observation of the child at school won't be enough to guide the teacher to do most about these matters, or to advise the parents skillfully in respect thereto. Nor will she find enough from books. She needs also to learn about the child from his parents. Most of all she needs to acquire adequate humility, and skill at making parents choose to give her the best they have to give. The teacher who will do most to develop high qualities of character in her children at school is the one most able to learn about her pupils from their parents.

•

Maybe some day we won't bother about the child's attaining skills and knowledges in subject matter at school at all. But so long as such requirements are still a large part of the school's purposes, I can't quite understand why the parents should not be given some definite information about the child's school success in those matters. Speaking for one parent at least, I should like to have such information, for I believe that it would help me to exercise intelligent parenthood.

I furthermore have enough faith in the intelligence of the rank and file of parents to believe that they can understand large unit school grades wisely assigned and can become better parents for receiving such grades on their school child's report card.

Correlation and Common Sense

By VINAL H. TIBBETTS

Superintendent, Manhasset, New York

IT IS superfluous to say that correlation of subject matter, of the work of brain and hand, is nothing new in education. It has been used by the best teachers of all the ages.

But not all our teachers are "best teachers."

Can there be, under present educational set-ups, such a thing as correlation — correlation in practice as well as in theory?

Can it be accomplished with such knowledge and skill as we have, and with such teachers as are available for our elementary schools?

The greatest danger in our educational thinking and planning is our somewhat naive belief that a phrase or a word will serve as a panacea for all our educational ills. We must realize that there are limits to correlation and that we can make use of its obvious benefits only by recognizing its equally obvious limitations.

We can, I believe, correlate to the ultimate benefit of our boys and girls much of the subject matter required in our elementary schools.

"I do not agree with any mechanical division of a school day which separates it in half, giving in one half drill and informative material, and in the other the so-called activities (out-door play, dramatics, art, and music). . . . All the work included in the divided day can be skillfully and profitably integrated into a meaningful and purposeful whole."

In order to do this we must cease to draw hard and fast lines between geography and history; between art and science or spelling and literature, for all of these are interwoven and integrated—so much a part of each other that we lose the spirit and the significance of each and all when we take them apart and segregate them. Therefore, we must have a central theme for our various grades—a unit of work—a project—call it what you like, which will inspire these boys and girls with a thirst for real learning. Such a central theme will embody all the subject subdivisions which we ordinarily believe necessary in our elementary school curriculum. Such a central theme must also embody the following characteristics as are set forth in the Third Report on Cardinal Objectives in Elementary Education:—

1. Be a directed and coherent whole.
2. Be founded on related experiences and planned to develop a lead into future activities.
3. Be broad and worth while enough to furnish many different types of learning situations.
4. Have definitely attainable goals through which children can secure for themseives a sense of having completed a task.
5. Have at least a few possibilities for the discovery and

the development of individual interests which will continue over a long period of time.

6. Be justifiable in itself and not distorted through the inclusion of non-related subject matter.
7. Be sufficiently flexible to permit the inclusion of valuable but unforeseen materials and activities.
8. Be administratively possible with regard to the situation in which it is undertaken.

The necessity for conceiving the work of the school as organically one, presents to the administrator of the traditional school one of the major barriers to correlation. A forward step away from this barrier is taken when a broad central theme with its many learning situations and interests has been selected. Geography, history, oral and written English naturally make their respective contributions and evolve from the needs and necessities of the group. The surest way to break down the barriers of "subject-matter-recitation periods" is the choice of a central theme involving as it must all the subdivisions of learning.

True, drill periods are necessary. In the primary grades where the mechanics of learning must be acquired these drill periods constitute a larger part of the program than in the upper elementary levels where most of the mechanics have already been mastered. In these upper grades we are more concerned with the development of appreciations, critical thinking and judgments.

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I do not agree with any mechanical division of a school day which separates it in half, giving in one half drill and informative material, and in the other the so-called activities (outdoor play, dramatics, art, music, et cetera). Assuming a willingness to experiment, the use of common sense and good judgment on the part of teachers and administrators, all the work included in the divided day can be skillfully and profitably integrated into a meaningful and purposeful whole.

Another barrier that must be surmounted is the place of textbooks in the elementary school. Granting that proper selection has been made I believe that instead of class adoptions, except where such are desirable for tool subjects, it is preferable to supply fewer copies of many different books. The latter plan allows for

1. Texts to be used as references.
2. Free exchange among classes.
3. A recognition of individual levels of ability and interests.
4. The cultivation of the spirit of research and investigation on the part of both pupils and teachers.
5. Enables the school to measure the satisfactory completion of tasks, chosen on the basis of the individual pupil's age, progress and ability to achieve.

Implementing the program with special subjects—art, music, crafts, sciences, et cetera—presents perhaps the greatest barrier to ultimate correlation. This is true largely because we encounter the difficulty of having our classroom teachers, our special teachers and even our pupils clearly understand that these subjects must be an integral part of the correlated program if they are to make a worthwhile contribution to education, and because we in America have too long thought in terms of the over-rated brain worker on the one hand and the under-rated manual worker on the other. Common sense and correlation demand that we recognize, in the words of Edward Yeomans "that educators must reverence the hand as the stabilizer of the mind and begin to bridge that gap between the intellectual and manual which now produces social antipathies and injustice."

The Salesman

By Irl H. Dulebohn

He breezes in and plants his grips. He shakes me by the hand.
He calls my name familiarly. Of course, I understand,
He looked in the directory and practiced as he came,
And yet he makes me feel a bit important, just the same.

Then,—"Have you heard the one about—," I listen hungrily
As he relates the latest stunt of Pat and Mike to me.
He is my modern troubadour,—purveyor of good cheer.
Where would I get new stories if there weren't salesmen here?

Sometimes he bears me tidings of a distant field more green
Than the one in which I languish. Oh, he paints a charming scene.
"You're just the man they're looking for.—apply if I were you."
And although it gets me nowhere, why, I nearly always do.

He compliments me on my floors, how spic they are, and span.
Then thrusts toward my reluctant nose a brightly labeled can.
"Now this here soap," he says to me, "will really make 'em shine.
You better try a couple bar'ls. Now ain't that odor fine?"

He tells me I'm by far the shrewdest buyer that he knows,
There is none better, east or west, no matter where he goes.
He says this with his rosy face devoid of guilt or shame.
I reply, "Go on, you're lying, but I love it just the same."

Of all the variegated throng who at my office call,
I think, were I to choose, I love the salesmen best of all.
They are my modern troubadours, of pun and quip and jest.
What shall I do, I wonder, when the salesmen all go west?

The Round Table

You are invited to join in this interchange of ideas and experiences. Address: Chairman of The Round Table, Journal of Education, Six Park Street, Boston.

They Can Take It

Evidently the teachers in Fort Smith, Ark., are "mighty good sports." Superintendent Ramsey pays them high tribute.

J. W. RAMSEY—"Two or three years ago I could not have believed it. I could not have been convinced that our teachers would continue to give such faithful service when it was necessary for such heavy retrenchments to be made in the school budget. Our enrollment continues to increase year after year, but due to the financial stringency we have been unable to make additional appropriations to take care of the increases."

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Vertical Organization

Better instruction and full value for every dollar of school revenue have been the watchwords in Oakland, Cal., and to accomplish these ends a new administrative setup has been devised. Here is Superintendent Givens's report.

W. E. GIVENS—"The Oakland Board of Education has followed a plan of wise economy. Our Board has sought to make every dollar buy one hundred cents' worth of education for children and to eliminate every possible source of unnecessary expenditure, but has at the same time kept in mind the fact that schools are supported in times of depression as well as in times of plenty for just one purpose—the instruction of children.

"In order to make our whole program more effective, we have adopted a new organization for our school system. We are organized entirely on a vertical basis. The superintendent is responsible for policy making, public relations, and personnel. His immediate staff consists of four assistants—a business manager in charge of all phases of business in the school system and three assistant superintendents, one in charge of administration from the nursery schools through the adult schools, one in charge of instruction, and one in charge of individual guidance.

"Keeping the best interests of the instruction of children in the centre of the picture, the Oakland public schools have added this year one additional vice-principal in each senior high school who will give his entire time to the improvement of instruction."

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Keen Professional Interest

Minneapolis has been fortunate—not in escaping budget cuts, but in preserving high professional morale in spite of them. Superintendent Reed, won't you tell us?

CARROLL R. REED—"Our principals and teachers have shown enthusiastic interest in a series of discussions on the underlying educational philosophy. In times such as these, when everybody is suffering from serious salary reductions, there has been no evidence of disturbed morale, but teachers and principals have been genuinely interested in professional matters.

"Various groups of principals have been studying and experimenting with some vital school problems. Among these are:—

1. An over-age study, involving the active co-operation of principals, counselors, the Child Study Department, and assistant superintendents.
2. A reorganization of the primary grades, establishing a three-year unit to reduce failure and to meet the needs of children who are slow in learning to read.
3. The adaptation of the organization of the system to the emergencies of overcrowding and a suspended building program."

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Services Broadened

Superintendent Birch of Lawrence, Kansas, gives us a few of the many high spots he mentioned to his Board of Education as he reviewed the work of his schools during the past year.

C. E. BIRCH—"All enrollment records were surpassed and the average daily attendance was the largest ever recorded in Lawrence. The system made an excellent financial showing, with material savings for the taxpayers. Our teaching staff carried on efficiently in the face of a reduced budget. New plans of curriculum enrichment were introduced. Additions to the curriculum in the secondary schools included commercial geography, practical mathematics, explorative courses, occupation courses in connection with social studies, studies of reading ability, and clubs for noon recreation hour. Good records for clean playing, sportsmanship and skill were made by our athletic teams. Half the boys in the senior high school were engaged in some sort of competitive sport during the year."

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Prosperous Peoria

Don't start a rush to Peoria when you hear Superintendent Fisher's account of conditions there! Just be glad some places have managed to pull through without being harried by the depression.

E. C. FISHER.—"During the stress of the last five or six years, Peoria education has been privileged to go forward, with only a four per cent. cut in salary

for one year, with reinstatement of the salaries of 1929 and all increments incident thereto. There has been no curtailment in Peoria Education. The program is going on now as it was in those halcyon days.

"Our teachers have been paid always in the coin of the realm, on the regular pay-day, and at no time during the last five years have we had to anticipate more than one month's salary.

"The teachers have maintained a wonderful spirit during this time. The added impetus resulting from this has been to strengthen our program in every department."

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Nice Boss Hers!

A teacher in the Emerson School at Stoneham, Mass., did not like to see a superintendent "abused" in the Journal, so she counters with some verses.

ALICE M. WALSH—"All superintendents are not like the one described in the article, 'A Teacher in Revolt,' printed in the Journal of Education for September 17. To show that we have no such dread of our superintendent, I wrote these lines:—

"A door is opened gently,
And a form to us appears—
It's our kindly Superintendent,
And we greet him with no fears.
He pats little Johnny on the head,
And whispers some kind word.
Then Johnny's face lights up with joy
At the 'secret' he has heard.
He visits all our classes,
And gives a cheery smile.
Sometimes a tiny note is left
To make us feel worthwhile."

All in the Day's Work

By FRANCIS READ

A High School Principal

It is nearly midnight. I have just returned from another city to which I was invited to give an address at an important meeting of a community organization. I drove my car seventy miles and gave of my time and energy during an especially busy week. I received for my efforts many gracious thank-yous, but no one mentioned any financial remuneration.

Not long ago a man from this same city, by the way a member of the organization which I addressed, came to officiate at one of our football games. We paid him for his services fifteen dollars and expenses.

Time was when athletic officials at school games worked for nothing. Then the more ambitious and capable improved their qualifications and demanded a fee. Everyone concerned is better satisfied.

It is useless for us school men to get peevish and say that an unappreciative public values physical activities more highly than intellectual. We must follow the example of the officials. We must see to it that our speech-making is uniformly good and then, especially when we go outside our own communities, we must demand for our services a reasonable compensation. This is our duty to ourselves and to our profession.

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Last spring I suggested to one of our teachers that she revise our non-academic English work and make it more practical. She welcomed the opportunity to take hold of a new project. She obtained suggestions from colleagues. She found what was being done in other schools. She spent much time during the summer in reading and making plans. This fall she had ready a tentative course which we are trying out. Next year the school will have improved work in general English as a result of the efforts of this blazer of educational trails.

There is no teacher more pleasing to me than the one who likes to explore.

WINSTON FLASHES

THE average age when American college men receive their Ph. D. degrees is 30.2 years.

ON a new Great Circle map, Fairbanks, Alaska, is approximately the geographic center of such world key cities as New York, London, Paris, Rome, Berlin, Moscow, Shanghai, and Tokyo. The present geographic center of attention on the textbook map is HUMAN USE GEOGRAPHY, another new single-cycle series by Dr. J. Russell Smith of Columbia University. This series is available in two books or four books, *at a price which will effect a material saving in your textbook bill.*

RING LARDNER once published a list of the five most valuable books—the Bible, THE WINSTON SIMPLIFIED DICTIONARY, etc.—"For those who like mysteries," he continued, "we recommend the time-table of the Atchison, Topeka, and Santa Fe Railroad."

"RIDE the Book Trail to Knowledge and Adventure" is the slogan for Book Week, November 11-17. Recommended vehicles—THE STORY BOOKS OF FOOD, CLOTHES, HOUSES, and TRANSPORTATION, illustrated in 5 colors by the well-known Petershams (60c. each), THE WINSTON CLEAR-TYPE POPULAR CLASSICS, (35 famous titles, 88c. each), and THE NEW WONDER BOOK OF KNOWLEDGE ($2.50), to list just a few Winston titles.

SOME great world cities are smaller at the present time than in past centuries. For example, Rome has fewer citizens today than it had 2,000 years ago.

AMERICANS are the world's greatest letter writers. More than a third of all the postage stamps used in the world are purchased in the United States—one reason, we suppose, for the popularity of THE SECRETARY'S DESK BOOK ($2.64)—a unique combination of MANUAL OF CORRECT USAGE and THE WINSTON SIMPLIFIED DICTIONARY. Your stenographer will use it daily—if she has it.

PROBABLY no book awarded the Newbery Medal has had greater popularity than YOUNG FU. The author, Elizabeth Foreman Lewis, also had the unique distinction of receiving the award for the first and only book she ever wrote. That's history—here's news! A new book by Mrs. Lewis will be ready November 12—HO-MING, Girl of New China ($2.00); a timely Book-Week gift to your library.

FOR years educators have been telling their students that the best way to improve their vocabularies is to learn a new word every day. Now comes the Winston Word-a-Day, "an automatic device that makes it fun to add a new word every day to your vocabulary." A copy will be sent without charge to any teacher who mentions the name of this publication.

The JOHN C. WINSTON COMPANY
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CHICAGO ATLANTA DALLAS SAN FRANCISCO

EDITORIALS

The Public and Its Schools

AMERICAN Education Week is here—and all over the United States attention will be focused upon the schools.

This is well. The public too readily forgets how great a task it has entrusted to the schools. It too readily fails to appreciate how heroically and how successfully the schools are performing that task.

The net result of American Education Week should be a closer sympathy and understanding between the public and its educational forces. Out of this should grow better schools.

Better schools are a product of inner and outer factors.

There have been some remarkable achievements in school improvement from within, recently—improvements in spite of adverse outer factors. In many instances the schools have reached the limit of what they can do for self-improvement under ever-increasing burdens and handicaps. They must have adequate help from without.

This year, more than ever, American Education Week should benefit the schools and through the schools the nation.

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Do You Believe in It?

THE fatalist or the person who doubts that mind and character can be developed to good advantage by good teaching, has no place in education.

Faith in education is an absolute essential to success in education, if success is measured by any genuine yardstick. And faith in education is, in some degree, a combination of faith in the ability of the child or older person to be made over by instruction and of faith in the methods which are being used to do it.

The American people have had a blind sort of faith in education as something that would equip sons and daughters to get ahead in the world; perchance to outstrip or take advantage of their less favored neighbors. That notion was a natural concomitant of the rivalries in business and the rugged individualism which no longer seem so glorious as they once did.

Instead of that blind faith in education, the public needs to have a clear-sighted, intelligent faith, inspired by the faith which educators themselves have in their procedures, and by actual results as shown in the well rounded lives, characters, and mental faculties of young graduates.

Education is a gradual process, requiring years in the case of the individual, and generations if not centuries in the case of society in general.

But education can and does produce desirable changes in mankind. It can and does hasten human evolution. It can and does lift civilization. And it does these things more effectively and more permanently than they could be done by any short-cut methods of reform, such as legislation or the use of force.

Have faith in education.

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If You Believe in It

IF YOU really believe in education you will accept it as a principle, applicable to virtually every type of social improvement.

If you really believe in education, you will want it to precede every reform—and you will know that no major reform can be actual or permanent unless education has prepared the way.

If you believe in education, you will not wish to see accomplished by hasty, ill-considered means, any of those millenniums or utopias which wise and good men have so long desired; lest advances thus made be followed by even greater reversals and retreats.

If you believe in education, make it your implement to move the world.

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The Ultimate Test

IT IS a high ideal of teaching that President Cloyd H. Marvin of George Washington University expresses when he says:—

"Ask yourself this question—'Am I so living that I am consciously developing myself in all phases of my life that students who sit under me say: "I want to be like that man"?'"

Teachers, with considerable justice, object to specifications of conduct which require them to maintain different standards from those of the community at large. We believe such restrictions upon the behavior of teachers are unfair and silly.

And yet—the teacher who lives up to the implicit demands of his high calling will voluntarily set a standard for himself that is free from vulgarity of any sort. He will not tear down with one hand what he strives to build up with the other.

Makers of Better Schools

FRANK L. EVERSULL is slated for inauguration October 19 as seventh president of Huron College, South Dakota—a post which lay vacant two years while trustees were searching for a man of his calibre and qualifications. Dr. Eversull is keen and energetic; a recognized leader who has had varied and successful experience and abundant specialized preparation in Chicago and Yale Universities. Huron College under his administration should enter a new era of service to culture and civilization.

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CORNELIA ADAIR of Richmond, Va., who was president of the National Education Association in 1927-28, is remembered for her charm of manner, her quiet dignity, fine sense of justice, efficiency as a presiding officer. She has that something we call Southern. The officials of N. E. A. still invite her into their counsels on frequent occasions. She is interested in education as a leavening force in state, nation, and world. Yet she goes about her daily duties quite unspoiled by honors and undistraught by her breadth of outside interests. She is able to quit the spotlight gracefully and to shine with her own luminosity wherever she may be.

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HAROLD V. BAKER is principal of the Daniel Webster School at New Rochelle, N.Y. He has lived in Iowa, Kansas, Colorado and California—yes, and Oklahoma, where he last taught before moving to New York. He has been high school principal, superintendent, and elementary principal—and his heart is in elementary education, to which he hopes to devote the rest of his life. He holds advanced ideas on school libraries; self-supervision of teachers; and a lot of things that make for a more effective education. It is a great advantage to children to have a principal who prefers his job to some other supposedly higher up but certainly no more important—because it couldn't be.

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LUCY MASON HOLT is one of the valuable principals of elementary schools in Norfolk, Va. She is the "Mark Twain" of the teaching profession. Her write-ups of an educational gathering have high artistic and literary qualities. Her allegories are allegorical. Her style is stylish. Miss Holt is president of the Virginia Teachers Association. Her work in teacher welfare just now merits special attention and applause. The Virginia Preventorium looks after needy and incapacitated teachers in exemplary fashion—a fine precedent for other states. Lucy Mason Holt is a credit to her profession, from every angle.

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EDWARD L. APPLEGATE is supervising principal of the Passaic Township schools, in Morris County, New Jersey, and an apostle of common sense. He holds that there is too much loose motion in thinking, and he emphasizes the need of getting children to use their brains. He has been devising some tests and activities aimed at developing that all-too-uncommon common sense. More power to him!

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ALEXANDER GUERRY has served University of Chattanooga as president for the past five years. He took an active part in the World War and has been prominent in the American Legion and other organizations both without and within the educational profession. His teaching service, which had been interrupted by the war, was resumed in 1919, when he became headmaster at Baylor's School in Chattanooga, a position which he held for ten years. He is interested in community affairs and is often called upon to head up important committees. He is a member of the Commission on Institutions of Higher Learning of the Southern Association of Schools and Colleges.

•

ALONZO F. MYERS is an important member of the faculty of New York University School of Education. Among his specialties are the professional education of teachers, higher education, and education for the professions. He is president of the Eastern States Association of Professional Schools for Teachers and a recognized leader in teacher preparation organizations. He has written books on teacher-training and other subjects.

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GEORGE T. MACKLIN is principal of the Bridgeville (Del.) Consolidated School. He has rendered state-wide service, for he has been a member of the Delaware Textbook Commission, and in 1933 was president of the State Education Association.

Winshipisms

"Do not allow yourself to think the world, educationally or otherwise, is going to the bad, for it is not. There is virtue enough in the schools alone to save America."

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"An examination is in the nature of a revelation rather than a test."

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"Sow the best seed in the best way at the best time with children, but be patient in awaiting results. Do not pull up the seed to see if it has sprouted."

The Problem Box

Conducted by DR. AUGUSTUS O. THOMAS

Owning a Home

QUESTION—You have had a lot of experience in many lines in your eventful career. I would like to ask you a question which bears both on the professional and the economic side of a school man's life interests. Do you think it a good plan for a school man to own his own home? He is likely to want to change or be changed in due time and will have a house on his hands.

Answer—Well, that is a good question. I think it is quite a question and worthy of some thought. Far too many school people make their lives nomadic, and never have a home they can call their own. I made the mistake of thinking I would not stay long enough in one place to make it worthwhile for me to buy a house and then possibly take a sacrifice later. Everybody, even a school man, should own some property and especially a home. If he is a family man it ought to be the first thought. A man never feels like a real citizen until he has a possession. There is nothing like a home to anchor one to his community and his work. I have known communities where they insisted the superintendent of schools become a home owner and a taxpayer that he might be a part of the community, and have a right to speak on important issues. Well, there are a lot of reasons to support this view, but I cannot take the space to touch more than the high spots. It is not likely that one would take much of a sacrifice in buying a property when real estate is as low as at present. He may be able to rent it if he leaves the town; sometimes he can rent or sell to his successor. Ofttimes he can sell at an advantage. School people are often in too much of a hurry to change for one or two hundred dollars more per year, but the young people, if there are any in the family, always have to form new acquaintances and take root in a new community. For the sake of your children don't be in too big a hurry for a larger school. There is happiness in many of the small places and what we call smaller jobs.

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Sponsored Contests

QUESTION — As superintendent of schools I am bothered a great deal with those who insist on having the schools turned over to various kinds of contests, mostly essay. These requests became so annoying that I made a rule that no essay contests will be allowed. Do you think I did the right thing?

Answer—I should say no. If you find some food which does not agree with you would you just stop all eating? It is likely you would do the sensible thing, and find out what foods do the damage and which are really good for you. As for me, I see no harm in having the pupils or students write essays if they are on subjects of real value to the children. It is about the most practical work pupils get. In school contests I should bar subjects too strongly savoring of commercialism, and all you need to handle the case is a backbone with proper rigidity. When essays are allowed they need not be for the whole school but rather for certain classes, where they can be more satisfactorily directed. When they are allowed I would have them properly supervised, and made educational. Pupils should be taught how to analyze a subject, how to collect and classify materials. The choice of subjects to be allowed, which may be sponsored by outside organization, should be entirely under the control of the school. Sometimes prizes are given. You may say it is unpedagogical to allow prizes; that pupils should work for knowledge and achievement and not for rewards of intrinsic value. That is an old-fashioned idea. It hurts no one to win a prize if the contest is fairly done. I think it would be safe to bar subjects which are instituted to promote some commercial enterprise or some movement of questionable or doubtful value. Any contest involving essays, posters, spelling, history, geography, and the like, is good if it develops the imagination and resourcefulness of the pupils.

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Sorting Out the Dull

QUESTION—It is quite evident that we are trying to educate a large number of young people who are very dull and who can never take education to advantage. Since we are having a difficult time to get money enough to educate all the children do you not think it would be much better to sort out the children at an early age and allow only the brighter minds to continue? If about half the children were eliminated we could take care of the rest and build a better group of leaders. After all what we need is leadership. Would this not be a good plan for the future of our country?

Answer—Well. I am pretty much opposed to sorting our children for purpose of education. It is too un-American to be considered. We are committed to the policy of education for all. Any other plan would not be in the spirit of the Declaration of Independence. But the thing which convinces me is that we do not really know where the power is located until it manifests itself in some practical form or demonstration. We must not forget that character and brains are not identical. The thing we should aim to develop is personality which includes character. Character is far more valuable in most lines of human interest than brains. We are living in the 20th century in brains but back in the middle ages in moral reactions and practices. I know there is quite a group

(Continued on Page 492)

The News Digest
OF EDUCATION

Shift in Courses

Change Noted At Swarthmore

SWARTHMORE, Pa. — A pronounced trend toward political science, chemistry, and German is indicated at Swarthmore College by the statistics on course enrollments. The effects of the recently adopted four-course plan are also shown in departmental registration. The total number of students in twelve departments compared with similar figures for 1933-34 dropped heavily. This is evidence that, in accordance with the purpose of the four-course plan, Swarthmore students are concentrating more on their major subjects. What President Frank Aydelotte called "shopping around in courses" is disappearing. The swing toward political science is shown by a gain of 47 per cent in registration over last year. Registration in English courses, which have been made elective this year for the first time, has fallen off 40 per cent. The Romance languages show a greater drop of 64 per cent.

Alabama's Appeal

BIRMINGHAM, Ala. — Between $3,250,000 and $3,500,000 Federal aid will be required to supplement State and local funds if Alabama's public schools are to be kept open for normal terms during the 1934-35 school year, according to budgets submitted to the State Department of Education by superintendents of county and city schools. Operations were made possible last year in several instances by contributions from parents and other interested individuals.

Payson Smith Says Politicians Menace Massachusetts Schools

ALBANY, N. Y.—Speakers at the closing sessions of the convocation of the University of the State of New York agreed that teachers "need more training to give children a better education."

Payson Smith, State Commissioner of Education of Massachusetts, declared, in effect, that politicians had no place in the school system and said that in Massachusetts "we have had continual interrupted progress, mainly by politicians."

"Politicians," Dr. Smith said, "are liable to destroy our plans for our normal schools. Normal schools, that should be called Teachers' Colleges, are the centre of our school system. We must keep our normal schools up, not that the teacher may teach, but that the child may learn."

Speaking on "The Age of Experimentation," Dr. Henry W. Holmes, dean of the Graduate School of Education at Harvard, said:—

"The discussion of teacher training has been greater in recent years. We must give more thought to the issues before us. We cannot progress on speculation. Teachers should have a general knowledge of education before they teach. No teacher should be ignorant of scientific methods. Thus we must advance the normal schools."

Morons Coddled

Colgate Head Presents Paradox

HAMILTON, N. Y.—Championing "rugged individualism," President Cutten, of Colgate University, told his students that the only question to be answered is, "Will it be rugged individualism or ragged collectivism?" Mother Nature, he said, has experienced a million years and has reached the undoubted conclusion that the rugged individualist is the most successful brand of biped. "But we have now concluded that nature is unkind, cruel, and un-Christian," he continued, "and that we'll show her. We have. We have taken better care of the idiot than we have of the genius. We have coddled the moron and starved the intelligent. Those with the divine spark we have neglected, while we've lavished money and training upon the pinheads. We thought we were kind, but, of course, we were only stupid and petty. We saved a minute part of present suffering to propagate a vast amount of future desolation and woe."

Handicapped Aided

NEWARK, N. J. — A score of girls and young women, physically handicapped and unable to fill factory jobs, are finding outlets for their talents through efforts of women of the Essex County Association for Aiding the Physically Handicapped. Transported in school busses, private automobiles and taxicabs, they are brought every school day to the Girls' Vocational School here, where the association provides them with training, work, material, and a work-room, thus placing them in a position for production of a marketable commodity and for a living wage. The work includes embroidery, fancy sewing, rug and tapestry weaving, and the making of children's garments.

Pennsylvania State College To Work With Youths of CCC

STATE COLLEGE, Pa. — The Citizens Conservation Corps camps in this State turned to Pennsylvania State College recently for assistance in completing their educational program. Commanders and educational directors from thirty-five localities came here with Dr. T. Gordon Bennett, Educational Advisor for the Third Corps Area, to confer with representatives of President Ralph D. Hetzel, the deans of the college and the head of the college extension service.

The college was able to make several specific immediate offers and to assure the commanders of support for the program from the entire college as rapidly as details are arranged.

Specifically the college offered lectures and musical groups for accessible camps, and to set up special classes in shop and manual training for such CCC boys as could be brought to the campus.

Dr. Bennett summed up the problem of the camps as "the obligation to fit 15,000 Pennsylvania boys for active and useful participation in American civilization."

Girl to Be a "Vet"

CLEVELAND, O.—No home economics or other conventional studies for Betsy Jane Richey. She has gone to Columbus, entering Ohio State University as a freshman to study veterinary medicine. She took along her riding horse, Rex Leonard. She frankly admits an ambition to be the "most famous horsewoman in the country."

Millions Needed to Maintain Schools in Distressed Areas

WASHINGTON. — Spokesmen for the nation's public schools calculate that $25,000,000 of Federal money will be necessary to provide normal terms in hard-pressed districts this year.

At a recent session the National Council of State School Superintendents and Commissioners of Education requested:—

1. Immediate assurance that relief funds will be available to keep distressed schools open during the remainder of 1934.

2. Prompt consideration of the need for Federal aid to extend school terms in 1935 in districts where State and local resources cannot provide normal means.

3. Increased research by the office of education to develop an adult education program which will fit citizens "to participate intelligently in deciding the economic and social questions of the day."

4. Special attention to the construction and repair of needed school buildings by the PWA.

5. Studies "looking to the development of Federal participation in a national minimum program of education."

6. Continuation of the student aid, nursery schools, workers' classes, and adult education now being financed by the relief administration.

7. Federal loans to pay past due teachers' salaries and refund bonded indebtedness on which schools are paying heavy interest rates.

Schools Used As Jails

GRAZ, Austria.—Many grade and high schools in the States of Styria and Carinthia may postpone the opening of fall sessions because the buildings are in use as concentration camps for Nazis, it was learned recently. There are not enough jails to accommodate the Nazis, most of them held as the result of the July revolt, and it may be mid-October before the school buildings are emptied.

Parks for Pupils

City Children At Summer Camps

NEW YORK. — Establishment of summer camps in nearby State parks for underprivileged New York City school children is being considered by the State and city authorities, it has been learned. Dr. George J. Ryan, president of the Board of Education, first suggested the plan to Park Commissioner Robert Moses, who is chairman of the State Council of Parks. The city school and park authorities co-operated last summer in the operation of day camps for about 6,000 children in city parks, and they were so successful that it was thought that the program should be enlarged. Summer camps were proposed at Fire Island Park, in the Bear Mountain region, in Taconic State Park and other State parks.

Business Teachers

Council Organized On National Basis

ATHENS, O.—The purpose, nature, and program of the National Council of Business Education are some of the valuable material gathered together in the Council's new booklet now available. This Council is a federation of national, regional, state, and local associations of business teachers. The distinctive function of the Council is to formulate national policies of business education, and then to submit such policies to the member associations for vote. The need of such a Council in business education is generally recognized by business educators in all sections of the Nation. The perfecting of a Council organization which will best serve to meet this need is still in process of being made. A copy of the Council's folder may be obtained by writing to the secretary, Miss Helen Reynolds, Ohio University, Athens, Ohio. Officers are: President, Paul S. Lomax, New York University; vice-president, Ray Abrams, Samuel J. Peters High School of Commerce, New Orleans; secretary, Helen Reynolds, Ohio University, Athens, Ohio; treasurer, A. E. Bullock, supervisor of commercial education, Los Angeles.

New Schools

PWA Financing Half of Construction

WASHINGTON. — More than half the public school construction now going on in the United States is being financed through the PWA, Administrator Harold L. Ickes has announced. The administrator said that more than $210,000,000 had been added to the capital outlay for school building construction as direct result of the $3,700,000,000 PWA program. He pointed out that without Federal assistance through public works adding capital assets to the nation's wealth there would be only a negligible amount of school construction this year. Through the middle of August the PWA had allotted $133,866,269 for 1,071 educational buildings in every part of the country. A major portion of this money, $98,358,325, is being spent on elementary and secondary schools. Of the total allocated, $122,910,358 is for 936 non-Federal projects and $10,955,911 for 135 Federal projects. More than 500,000 man-months of employment is being provided on the non-Federal projects alone.

"White Way"

New College at Yale Is Dubbed

NEW HAVEN, Conn. — Berkeley College, newest sensation in Yale University's architectural scheme, has been dubbed "The Great White Way" by the students. For a short time it was called "Times Square" because of its network of tunnels. But this was only until darkness descended on the buildings. Then a battery of flood lights aided by several brilliant advertising signs from nearby shops and buildings, caused the students to rename it after New York's famous section of Broadway.

Nebraska Farmers Meet Crisis By Building Sod High School

AINSWORTH, Neb. — Brown County has probably the only sod-house high school in the State. The structure not only meets the demand for secondary education in the community but sets an example of how to cut a considerable garment out of comparatively little cloth.

Unable to afford sending their children to a town high school, and equally unable to build a modern building, the farmers in three districts south of here decided to follow the methods of the pioneers. They built the schoolhouse themselves with the only material at hand, prairie sod, and furnished it with discarded equipment. They could raise enough money by taxation to pay the salary of a teacher, formerly an instructor in the local high school. A full four-year course is to be afforded. State Superintendent Taylor was so impressed with the achievement that he came to deliver the dedicatory address.

Given Medal

American Teacher Honored in Italy

FLORENCE, Italy. — Mussolini's Ministry of Foreign Affairs has given one of its eight annual awards this year to the American head of an international school. Upon Miss Edith May, founder of the Villa Collina Ridente, it has conferred a medal for work done in furthering international cultural relations. For five years Miss May has maintained in Italy a study centre designed to give young women college graduates and students of various countries first-hand acquaintance with certain social, economic, political, and artistic phases of modern European life. The year's work includes both classroom study under professors from several European universities and travel throughout Europe, with opportunities for meeting statesmen and scholars. Americans predominate among the pupils.

New Opportunities

WATERVILLE, Me. — President Franklin W. Johnson recently told Colby College student body at the opening assembly that government regulation of industry and banking was creating a wider field for college-trained men.

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Cost: 18c Net per pupil.

Pupil Activities: ***Mondays,*** 5 observations of the words in the list—one spelling of all words; ***Tuesdays,*** 5 observations of words in list, spelling of problem words, provision for individualized review of difficult words; ***Wednesdays,*** observation of words in list once, spelling of all words in writing once; ***Thursdays,*** observation of list, review of difficulties; ***Fridays,*** 2 observations of words in list, one spelling.

Write for additional information.

LYONS AND CARNAHAN
CHICAGO NEW YORK DALLAS SAN FRANCISCO

Would Have Uncle Sam Raise Educational Level of Radio

CHICAGO. — A government radio chain, to offer educational programs supplementary to the public school system and to give other services not given now by commercial broadcasting companies, was put forward as a possible means of raising the standards of radio programs in the United States by speakers at the National Advisory Council on Radio in Education, which met here recently.

Agreeing that too large a proportion of programs on the air today were "pretty terrible," speakers from the fields of education, radio, and press discussed means of making commercial programs more educational and educational programs more entertaining.

Not complete government operation of the radio as in some European countries, but government competition was considered desirable for the United States by some of the speakers, among them Dr. George F. Zook, former United States Commissioner of Education.

In his recent travels in Europe Dr. Zook had found educational programs in connection with the schools working well. For the United States, he thought that more attention to educational radio for boys and girls would result in raising a generation of more discriminating radio listeners; and if adults were more discriminating, all programs would have to be better.

Effect of Sports

May Retard Growth Says Educator

CLEVELAND, O.—Statistics to indicate that violent athletics for boys thirteen to fifteen years of age may permanently impair bodily development and make them smaller men than they might have been, are about to be submitted to the nation's educators. The evidence, being gathered by Floyd A. Rowe, director of physical welfare in Cleveland's public schools, tends to refute, he says, the widespread belief that games like football develop young boys into big, strong men. Rowe bases his conclusions on a six-year collection of measurements of athletes and non-athletes in the junior high schools of this city. Rowe's explanation of his belief that a part of the apparent impairment of bodily development is permanent is based on the fact that growth of the body is limited by a process called "calcification of the epiphysis"—the hardening of the cartilage at the end of the bones. This process increases rapidly after the fifteenth year, and reduces the chance, Rowe says, of a youth to make up in bodily growth any of the ground he previously may have lost.

Vital Teaching

NEW HAVEN, Conn.—Constructive critics of modern education are wondering if the schools and colleges are as vital as they should be in equipping youth to grapple with the realities of contemporary life, the Rev. Sidney Lovett, chaplain of Yale University, said recently at the matriculation service. "Knowledge for the sake of knowledge is outmoded and students must decide whether their quest is for the best interests of mankind," he said. "Man's determination to know may be for good or for evil, as it is controlled by motives that are generous or selfish and directed to ends that are noble or base. We must choose, and that not once but repeatedly, to what end our determination to know shall be directed," he concluded.

Art of Spending

SWAMPSCOTT, Mass. — Members of women's clubs in New England were urged by Mrs. Elizabeth Pigeon, of East Boston, chairman of the department of education of the General Federation of Women's Clubs, to fortify themselves against "insidious propaganda" affecting social relations, and particularly the status of the family. Such propaganda, she said, is "seeping into our civic, social, and political life, and into the schoolrooms. The most important business of the American public school is that of making good, healthy American citizens." Mrs. Pigeon said that one avenue to avoid financial distress in the present generation is to teach children how to spend in proportion to their allowance, a matter which cannot be left to parents, for, she said, few of the latter fully understand how to manage their own affairs.

Brighter Freshmen

MIDDLETOWN, Conn. — Wesleyan University's new freshman class continues the high average set by the 1937 class in the intelligence test devised by the Ohio College Association. Figures released by Professor Theos Alsin Langlie, of the psychology department at Wesleyan, revealed that 83 per cent of the new class had bettered the average set by students of the Midwestern institutions. The Ohio association reported last year that the intelligence of their freshmen had increased during the previous four years until 62 per cent were above the 1929 average. Apparently the intelligence of Wesleyan freshmen has increased even more rapidly, for the tests on the class of 1937 revealed 83 per cent to be above the Ohio colleges' 1929 average. That average was again maintained this year, making the Wesleyan freshmen equal to those of Oberlin and Antioch and much ahead of those of the remaining colleges in the Ohio association.

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Mirror Writing

Logical for Left-Handed

WILMINGTON, Del. — Declaring that southpaws, when learning shorthand, should be taught to write mirror-wise, J. E. Fuller, Goldey College, cites proof in a recent issue of the Business Education World that high speed can be attained through this method. Mirror writing is a term generally given to the backward writing from left to write, "and," says Mr. Fuller, "it is the natural mode of writing with the left hand." In the case of right-handed individuals, the writing is away from the body. By writing mirror-wise with the left hand, the writing also is from the body. Persons who have lost the use of the right hand and begin to try to write with the left have a strong tendency to write in this manner. In order to read this mirror longhand writing or mirror shorthand writing it is only necessary to reflect the work in a mirror and it is shown in regular form. Mr. Fuller has taught a number of boys to write in this manner.

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THIRD SEASON

Eight Lectures at Old South Meeting House, Boston, Thursdays, 6 to 7 p. m., starting November 15. Fee, $3.00.

Mayor Returns

Talks in School Where he Taught

NEW YORK. — Mayor F. H. La Guardia addressed three hundred pupils and graduates at opening exercises of the Columbia Grammar School and said that never before in the nation's history had there been such a necessity for young men to take an active interest in public affairs. Mayor LaGuardia taught civics at the school in 1921 while Dr. George Alexander Kahut was executive director of the institution, which celebrated its 171st anniversary this fall. When the Mayor rose to speak his entire audience stood and cheered. He said that unquestionably the greatest public problem at the present time was that of unemployment. "You will have a harder time with this question than we have now, and the nation will have to depend on your clear thinking for its future," he said.

Brief Strike

Pupils Demand Half-Day Session

BRIDGEPORT, Conn. — Five hundred high school pupils went on strike recently, demanding shorter hours. The strike started in Central High School when 300 pupils walked out one morning. They marched to Bassick High School, where 200 more joined them. Then they paraded to Seaside Park and only disbanded when James C. Moore, principal of Central High School, promised a committee of five that they would be given a hearing. Bassick High School was opened this term to relieve the overcrowded conditions at Central High School, where last year a double schedule was maintained and pupils attended classes for only a half day. Pupils demanded a return to the half-day schedule.

Puff in Public

GRINNELL, Iowa. — Grinnell College girl students may now puff cigarettes to their heart's content in public. The league board of the women's student governing body lifted the ban on public smoking at the opening of school this fall. Smoking in college buildings or on the campus, however, is still forbidden.

EFFICIENCY and ECONOMY

for the teacher

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OF SCHOOL EQUIPMENT AND SERVICES

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and services for schools.

Art Supplies

Practical School Supply Company
1315 S. Michigan Blvd., Chicago, Ill.

Book Covers

Holden Patent Book Cover Co.
Springfield, Mass.

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York, Cincinnati, Chicago, Boston

D. Appleton-Century Company, New York

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Laidlaw Brothers, Chicago

Lyons & Carnahan, New York

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Class Rings and Pins
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Light Meters

Sight-Light Corporation, Chrysler Building, New York City.

Music

C. C. BIRCHARD & CO., Boston
Publishers of Song Books; Choral and Orchestral Music; Operettas

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Photography For Schools

WILSON-WAY
SCHOOL PHOTOGRAPHY
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Pictures and Prints

Hale, Cushman & Flint, Inc.
(The Medici Prints), Boston, Mass.

School Architects

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ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning.
47 Winter St., Boston, Mass.

Typewriters

Underwood Elliott Fisher Co.
342 Madison Ave., New York, N. Y.

The Problem Box

(Continued from Page 486)

of scholars who think somewhat as you have expressed yourself. The most brilliant may not always be the most useful to society. Anyway, who is to do the sorting? Many dull boys and girls, after they have absorbed what they could of education, have become very valuable contributors to human well-being and happiness.

I think it would be good for you to do a little reading about persons who were not considered the brightest when they were young. I would suggest: C. W. Beers, "The Mind That Found Itself," published in 1923, in which the author tells of overcoming mental sickness; "Charlotte Bronte," by E. F. Benson, 1932; "Life of Phillips Brooks," by William Lawrence, published in 1930, in which he tells us the magnetic leader was a failure in his youth; "The Beloved Physician," by R. M. Wilson, published in 1927, in which he tells that a sense of intellectual inferiority was a stimulus to that great man; "Francis Parkman," by D. H. Sedgwick, published in 1904, in which we are told that his physical and mental conditions caused his continual despair.

E. W. Butterfield gave an address before the 1931 convention of the National Education Association on "School and Community," which every teacher in high school should read.

A Symbol

THE Yule log—symbol of Christmas through the ages. On the great holiday the lord of the manor threw wide the doors, and misery and squalor were forgotten in the cheer of the boar's head and wassail.

Customs change, but the Christmas spirit is ageless. Today millions express it by the purchase of Christmas Seals—the penny stickers that fight tuberculosis—still the greatest public health problem. Your pennies will help.

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STRAYER-UPTON PRACTICAL ARITHMETICS. Three Book Series. By George Drayton Strayer, Professor of Education, Teachers College, Columbia University, and Clifford Brewster Upton, Professor of Mathematics, Teachers College, Columbia University. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

In this three-book series there is evidence of the utmost care in grading, in motivating, in selection and wording of problems, and in simplification of rules.

The learner advances by single steps as he might mount the stairway fronting a State Capitol—not by irregular scrambling as he might climb a mountain if he were hardy enough to do so. This step-at-a-time plan is based upon the principle that every experience of success is an encouragement to the pupil to try the next assignment. But the authors do not rely upon gradation alone to encourage and lead forward the learner. They intrigue by developing the subject around everyday situations in modern life.

The books furnish an abundance of exercises for the training of computative skills, with facilities for strengthening the pupil's hold upon knowledge already acquired.

These books embody the results of many recent researches in the field of arithmetic instruction. Not only that—they possess a certain allurement which is as difficult to define as personality itself. Those of us who studied "the science of numbers and the art of computation" in the less inviting texts of a generation ago, may perceive from the Strayer-Upton series that our journey need not have been so difficult, so uneven, or so unexciting as it was.

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Panorama of Mankind

WORLD CIVILIZATION. By Hutton Webster, Professor in the University of Nebraska, and Edgar Bruce Wesley, Associate Professor of Education, University of Minnesota. Boston, New York, Chicago, Atlanta, Dallas, San Francisco, London: D. C. Heath & Company.

The story of man's progress from the earliest times to the present day unfolds like a unified and continuous panorama, in this narrative of "World Civilization," by Drs. Webster and Wesley.

Attractive in form and illustration, generously supplied with maps and cartoons and whatever tends to make the account most graphic, the text proceeds to guide the student through the principal events and episodes that have marked mankind's stay upon this planet since any records have been kept. The underlying theme of the authors is that of culture. What has each of the leading nations added to the common heritage of humanity? Not the torch and sword of battle so much as the torch and sword of the spirit have been made to glitter through these pages.

An impartial picture has been given of modern political, economic, and sociological experiments, as these occur in Russia, Italy, Germany, and elsewhere.

Modern teaching techniques have been observed and there is good reason to believe that classes using this as a basal text in general history will enjoy their work and gain a rich and meaningful background for understanding the complex world pattern of our time.

• •

Anticipated Situations

KEY$ and CUE$ BUSINESS PLAYS. By Bruce Allyn Findlay and Esther Blair Findlay. New York, Chicago, San Francisco, Boston, Toronto, London, Sydney: The Gregg Publishing Company.

The play's the thing by which the writers of this book seek to encourage right attitudes in pupils of secondary school ages. Each play or playlet is designed to teach one or more useful lessons about business, and how one may succeed in it and be happy in the process. Virtues that are sometimes called old-fashioned are shown to work out well.

Each play is prefaced by a summary of the impressions it is meant to convey; a plan which should be of great help to the teacher who desires to bring out certain points when the need for them has arisen.

The various pieces are interesting in themselves and portray everyday situations likely to be encountered by the young person in the business world. Many matters can thus be called to the pupil's attention which he might otherwise never think of until some occasion actually arose to find him perplexed and unprepared for right decision.

The authors have made a distinctive and unique contribution to the teaching of business ethics and common sense in personal relationships of the shop or office.

• •

Physiology for Health

HEALTHFUL LIVING. By Jesse Feiring Williams, Professor of Physical Education, Teachers College, Columbia University. New York: The Macmillan Company.

The subject of human physiology is presented by Dr. Williams from the practical standpoint of physical health and well-being. This is no mere catalogue of bones and bodily organs; neither is it a study of functions without the essential facts about structure. The intention to offer the student such information as he requires to maintain his body and brain in fit condition has been consistently adhered to from the first page to the last. The result is a volume of more than ordinary usefulness, not only to the student who is going further in the investigation of this field, but to the person who will drop his formal contact with this subject after studying this text.

Illustrations are noteworthy not only for their appropriateness but for their titles, which are full and descriptive.

This book should do much to promote sensible habits of living. It should help many persons to fortify themselves against the detrimental conditions which the machine age has created.

• •

News Crucibles

AN ATLAS OF CURRENT AFFAIRS. By J. F. Horrabin. New York: Alfred A. Knopf.

Can you imagine an atlas that you want to read and absorb from cover to cover? Well, this "Atlas of Current Affairs" is of just that sort.

It consists of seventy-four sketch-maps, in black and white, with a page of descriptive or explanatory text facing each map. And you may tour the world in one or two evenings, with profit and enjoyment, gleaning a surprisingly large amount of clarifying, basic information, helpful to an understanding of tense situations and conflicting national or racial interests everywhere.

The little book, with its plainly lettered maps and brief text, stood up excellently under the test given it by the recent assassination of King Alexander of Yugoslavia.

All around the globe there are danger spots: points where subject peoples seek to throw off their chains or where rival empires jealously guard their spheres of influence, their territories and their arteries of commerce.

The intelligent reader of the daily press will find this atlas as handy and as useful as the newest edition of a dictionary.